



Grove Elementary

1220 Old Grove Rd.

Piedmont, SC 29673

Grades	PK-5 Elementary School	
Enrollment	665 Students	
Principal	Deborah Bauer	864-355-5900
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	At-Risk	At-Risk
2007	Below Average	Below Average
2006	Below Average	Good
2005	Below Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

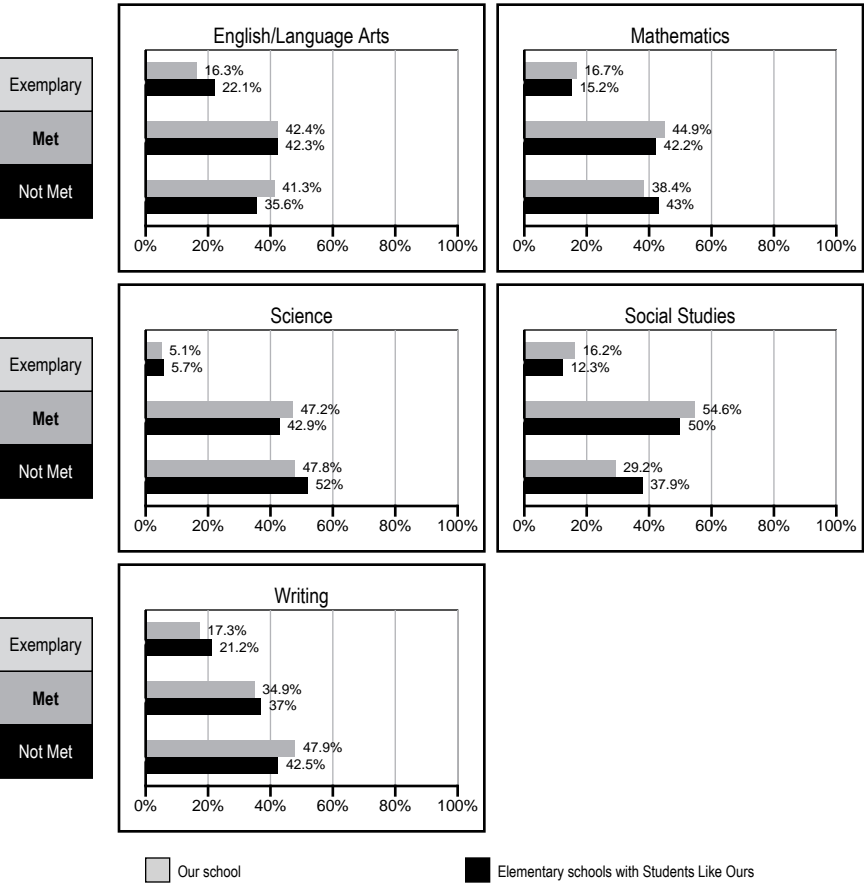
98.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	3	70	64	32

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=665)				
First graders who attended full-day kindergarten	98.2%	Down from 100.0%	100.0%	100.0%
Retention rate	0.8%	Down from 2.6%	2.5%	1.9%
Attendance rate	96.6%	Down from 96.7%	96.0%	96.3%
Eligible for gifted and talented	1.2%	Down from 1.4%	3.3%	10.0%
With disabilities other than speech	6.2%	Down from 10.2%	7.5%	7.7%
Older than usual for grade	0.7%	Down from 0.9%	1.1%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=56)				
Teachers with advanced degrees	35.7%	No Change	57.1%	59.4%
Continuing contract teachers	67.9%	Up from 66.1%	71.4%	80.0%
Teachers with emergency or provisional certificates	2.2%	Down from 4.9%	0.0%	0.0%
Teachers returning from previous year	83.1%	Up from 82.9%	82.0%	85.9%
Teacher attendance rate	94.4%	Down from 95.8%	95.2%	95.1%
Average teacher salary*	\$43,047	Up 1.8%	\$45,725	\$47,149
Professional development days/teacher	8.6 days	Down from 16.5 days	10.7 days	11.1 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	17.4 to 1	Up from 15.4 to 1	16.7 to 1	18.8 to 1
Prime instructional time	90.6%	Down from 91.0%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$7,872	Up 5.4%	\$8,624	\$7,458
Percent of expenditures for instruction**	70.4%	Up from 69.5%	68.2%	68.8%
Percent of expenditures for teacher salaries**	67.2%	Up from 65.1%	62.0%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

At Grove Elementary School, we are pursuing a climate of performance excellence in which student growth and achievement will continue to increase. Team differentiation for math instruction was a major initiative in 2008-09 that helped over 70% of our students in grades 3-5 meet growth expectations established in the fall of the year. Teachers participated in monthly "Working on Work" meetings to discuss and score student writing, develop a common language, and understand what great writing looks like at each grade level. The implementation of Response to Intervention provided support for youngsters in the area of reading fluency and comprehension.

As a team, we worked to improve teaching and learning by using student data to drive our discussions, decisions, and work. Teams of teachers met with Instructional Coaches weekly during protected planning time to review student performance on common assessments, to plan, and to create pathways for additional learning to occur.

Grove was one of 39 schools statewide to be honored as a PBIS Ribbon School by the State Department of Education for improving the learning environment through our focus on school-wide positive behavior supports. Several community partnerships and organized "Friends of Grove" assisted us with reform efforts and joined us in celebrating our students' growth.

We are proud of the many accomplishments our students made this year resulting from the diligent teamwork of teachers and staff, parents, community, and students themselves. We believe that given appropriate support, all students can and will achieve at significantly high levels. Our work to locate, design, and deliver these supports will continue to impact student achievement in the years to come.

Amy Mims, Principal
Melinda Tyson, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	54	83	34
Percent satisfied with learning environment	92.6%	90.4%	87.9%
Percent satisfied with social and physical environment	96.3%	86.6%	84.8%
Percent satisfied with school-home relations	85.2%	90.2%	100.0%

* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress	NO
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This school met 28 out of 29 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	RP
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	316	99.7	41.1	42.5	16.4	78.5	84	82.8	Yes	Yes
Gender										
Male	163	100	44.8	37.8	17.5	79	80.8	79.3	N/A	N/A
Female	153	99.4	37.1	47.7	15.2	78	87.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	62	100	36.5	30.8	32.7	84.6	89.5	89.5	Yes	Yes
African American	169	99.4	34.5	52.8	12.7	82.4	72.7	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	93	92.3	I/S	I/S
Hispanic	81	100	55.7	32.9	11.4	67.1	74.8	76.5	Yes	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	91.2	82.5	I/S	I/S
Disability Status										
Disabled	54	100	63	30.4	6.5	60.9	52.5	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	80	100	55.1	34.6	10.3	66.7	74.5	75.1	Yes	Yes
Socio-Economic Status										
Subsided meals	284	99.7	42.3	41.9	15.9	76.8	74.4	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	316	99.7	38.2	45.1	16.7	75.6	80.9	78.9	Yes	Yes
Gender										
Male	163	100	38.5	43.4	18.2	79	79.6	77	N/A	N/A
Female	153	99.4	37.9	47	15.2	72	82.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	62	100	30.8	40.4	28.8	78.8	87	87.2	Yes	Yes
African American	169	99.4	44.4	44.4	11.3	72.5	66.3	66.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	94.3	93	I/S	I/S
Hispanic	81	100	31.6	50.6	17.7	79.7	75.3	76	Yes	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	86.8	79.5	I/S	I/S
Disability Status										
Disabled	54	100	80.4	15.2	4.3	41.3	48.1	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	80	100	32.1	50	17.9	79.5	76.2	76.1	Yes	Yes
Socio-Economic Status										
Subsided meals	284	99.7	37.8	44.3	17.9	75.6	70.5	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	210	99.5	47.5	47.5	5.1	52.5	71.3	67.5
Gender								
Male	105	100	46.7	46.7	6.7	53.3	70.8	67
Female	105	99.1	48.3	48.3	3.4	51.7	71.8	68
Racial/Ethnic Group								
White	46	100	36.8	47.4	15.8	63.2	79.5	79.5
African American	108	99.1	48.3	49.4	2.3	51.7	53	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	86.9	84.3
Hispanic	54	100	53.8	44.2	1.9	46.2	61.1	60.7
American Indian/Alaskan	2	I/S	N/A	N/A	N/A	N/A	88.4	71.2
Disability Status								
Disabled	35	100	N/AV	N/AV	N/AV	27.6	39.1	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	54	100	51.9	46.2	1.9	48.1	60.4	59.6
Socio-Economic Status								
Subsided meals	192	99.5	48.8	45.7	5.6	51.2	57.5	55.1

Social Studies

All Students	211	99.1	28.8	54.9	16.3	71.2	75.7	72.3
Gender								
Male	106	99.1	24.7	53.8	21.5	75.3	75.1	71.5
Female	105	99.1	33	56	11	67	76.3	73.2
Racial/Ethnic Group								
White	43	100	31.4	40	28.6	68.6	81.7	80.7
African American	116	99.1	27.3	63.6	9.1	72.7	61.5	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88	88.5
Hispanic	49	98	29.2	50	20.8	70.8	69	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	78	72.2
Disability Status								
Disabled	41	100	50	44.4	5.6	50	47.5	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	48	97.9	29.8	51.1	19.1	70.2	69	67.9
Socio-Economic Status								
Subsided meals	188	98.9	27.2	55.6	17.3	72.8	63.9	62.1

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	315	99.7	47.7	35	17.3	52.3	72.9	70.2	96.6	96.5
Gender										
Male	167	100	53.7	30.9	15.4	46.3	66.4	63.2	96.6	96.4
Female	148	99.3	41	39.6	19.4	59	79.7	77.5	96.5	96.5
Racial/Ethnic Group										
White	65	100	40.7	24.1	35.2	59.3	80.5	79.1	94.8	96.3
African American	168	100	46.3	38.9	14.8	53.7	57.1	57.6	96.5	96.5
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	87.3	86.2	95.1	97.6
Hispanic	80	98.8	55.1	35.9	9	44.9	61.3	62.6	97.9	96.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	71.8	68.7	96	95.2
Disability Status										
Disabled	57	100	78.4	15.7	5.9	21.6	28.4	26.1	95.9	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	92.4
English Proficiency										
Limited English Proficient	79	98.7	55.8	36.4	7.8	44.2	60.5	61.2	97.9	97.2
Socio-Economic Status										
Subsidized meals	280	99.6	47	36.3	16.7	53	58.8	58.9	96.6	95.8

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	121	100	37.6	39.4	22.9	62.4
	4	105	99.1	51.7	37.9	10.3	48.3
	5	90	100	34.2	51.9	13.9	65.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	121	100	45	42.2	12.8	55
	4	105	99.1	39.1	44.8	16.1	60.9
	5	90	100	27.8	49.4	22.8	72.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	61	100	44.2	50	5.8	55.8
	4	105	99.1	47.1	48.3	4.6	52.9
	5	44	100	52.6	42.1	5.3	47.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	60	100	33.3	52.6	14	66.7
	4	105	99.1	26.4	56.3	17.2	73.6
	5	46	97.8	27.5	55	17.5	72.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	123	99.2	40.7	35.4	23.9	59.3
	4	105	100	52.8	32.6	14.6	47.2
	5	87	100	51.9	37	11.1	48.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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